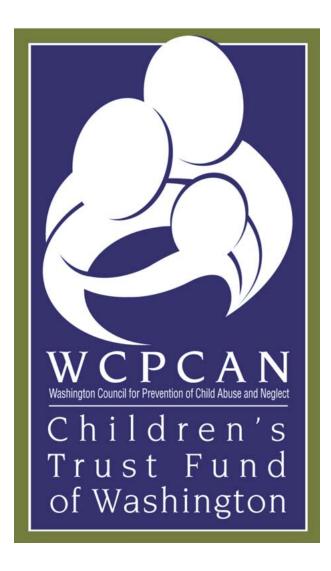
# Washington Council for Prevention of Child Abuse & Neglect



# Community-Based Funded Programs Outcomes Report

July 2004 – June 2005 www.wcpcan.wa.gov



# WCPCAN Community-Based Funded Programs

Vashington Council for Prevention of Child Abuse and Neglect

Children's Trust Fund of Washington

July 2004 - June 2005

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### **Table of Contents**

Introduction	1
Grant and Evaluation Program Goals	2
Program Summary Information	5
Funded Program Outcomes	6
First Year Programs  Abused Deaf Women's Advocacy Center	8
Child Care Action Council	9
Martin Luther King Jr. Family Outreach Center	
Parent Trust for WA Children	11 12
Second Year Programs	
Children's Home Society of WA – Auburn	13
Children's Home Society of WA - Walla Walla	14
Friends of Youth	<u>15</u>
WA State Father's Network / Kindering Center	16
Mary Bridge Hospital Parenting Partnership	17
Refugee Women's Alliance	18
Third Year Programs	
Center for Human Services	20
Cocoon House	23
South Seattle Community College	25
Yakima Valley Farm Workers Clinic	27
YWCA of King and Snohomish Counties	29
Conclusion	31

#### **INTRODUCTION**

Washington State has been a leader in child abuse prevention since 1982 when it became the first state in the nation to create a government agency solely dedicated to the prevention of child abuse and neglect. As noted in our originating legislation, "It is the intent of the legislature that an increase in prevention programs will help reduce the breakdown in families and thus reduce the need for state intervention and state expense." The Washington Council for Prevention of Child Abuse and Neglect (WCPCAN) is funded through the state's general fund, and donations to and revenues received by the Children's Trust Fund which in turn leverage approximately 50 percent of our total annual budget obtained from the federal Community-Based Child Abuse Prevention Program.

Since its inception, WCPCAN has strived to accomplish our mission in large part through the funding of community-based programs. Over the past 22 years, WCPCAN has invested in over 177 distinct child abuse prevention programs throughout Washington. These programs serve populations that statistically demonstrate multiple risks associated with child abuse and neglect. However, as our role is prevention, we require that no more than 20 percent of the families served with our funding have active involvement the state child welfare system. WCPCAN supported programs are selected based on standards of best practices supported by prevention research, the ability to deliver program outcomes, and the capacity to leverage resources within their community.

An overarching goal of our grants program is to strengthen child abuse and neglect prevention programs, policies and practices and increase the availability and accessibility of prevention programs across the state. The strategies employed by WCPCAN to achieve these goals include:

- Providing access to capacity building resources
- Contracting with programs for delivery of identified outcomes
- Providing contracted programs with technical assistance to support program development and outcome achievement

Through these strategies we help increase ability and accountability in provision of prevention services. To ensure that WCPCAN funding is achieving the prevention of child maltreatment and that taxpayer dollars are being spent wisely, all community-based programs report program outcomes on an annual basis. This report summarizes the outcomes of the community-based programs funded by WCPCAN during the 2004 – 2005 State Fiscal Year.

#### **GRANT AND EVALUATION PROGRAM GOALS**

WCPCAN supports four approaches to child abuse prevention which have proven to be highly effective:

- 1. Home visitation programs
- 2. Parent education and training programs
- 3. Parent support and mentoring activities
- 4. Crisis nurseries.

WCPCAN recognizes eight protective factor goals / outcomes which, based upon the most currently available research and information on best practices in child abuse prevention, make the most difference in determining a child's chances for growing up in a protective environment. 

Each program funded by WCPCAN is required to report on at least one program outcome at the end of each fiscal year. Programs select their own unique indicators that are directly related to their program content and inform the achievement of the selected outcome. As programs develop capacity they sometimes choose to report on more than one outcome. The following protective factors were measured by our programs this year.

#### **Protective Factors**

- 1. Responsive Social Network (measured by 9 programs in 04-05): Activities that teach parents and caretakers how to access needed educational, social, and health services for themselves and their child(ren). Caretakers learn about the availability of services in their community and how to access them. Caretakers learn to develop the strength of help seeking. Issues of concern might include child care, housing, employment, recreation, education, etc. Caretakers learn how to reach out to other parents and develop informal relationships with others who are caring for children thereby reducing social isolation.
- 2. Nurturing and Bonding (measured by five programs in 04-05): Activities that teach parents and caretakers to respond appropriately to the basic needs of their babies and young children. Activities that stimulate brain development and a positive attachment between caregiver and child. Examples include: breast feeding and proper nutrition, holding a baby, listening to and differentiating their cries and other forms of communication, play with, cuddling, and touching babies and young children, choosing appropriate toys, keeping a safe home environment, understanding sleep needs, attending to routine health needs and knowing when to seek help for serious health concerns, etc. These are activities which lay the foundation for a positive and loving relationship between the child and the caretaker.
- 3. Non-punitive Discipline and Guidance (measured by three programs in 04-05):
  Activities that teach alternative discipline methods to parents and caretakers. Caretakers learn the myths of physical punishment and about the damage it can cause. They learn how to avoid power struggles with their children, how to use techniques like time-out, diversion, planned ignoring, distraction, family meetings, restrictions and loss of privileges, effective praise, contracting, eye and body contact, positive attention, listening, using a strong statement, effective restraints, how to use humor, limit setting and rule development, reasoning, negotiation, and logical and natural consequences. Parents also learn what techniques work best for different age children, and that not all techniques work with all children. They learn what techniques they are comfortable using

<sup>&</sup>lt;sup>1</sup> For a complete list of WCPCAN Protective Factors and supporting bibliography please visit our web site at <u>www.wcpcan.wa.gov</u>

and how to confidently try new approaches. Parents learn to use these approaches within their own cultures, and family structures.

- 4. Knowledge of Child Development (measured by two programs in 04-05): Activities that teach parents and caretakers the usual steps in their child's development, and how to recognize if their child needs special help. Caretakers learn about their child's developmental milestones, what gross and fine motor skill development is, what their child should be able to do at certain broad age range levels, and how to guide their child's development. Caretakers learn about their child's social, mental and physical development. Specific topics might include, feeding, toilet training, toys and play, reading, increasing responsibilities, walking, and talking to name a few examples. This knowledge ensures that parents will develop realistic expectations of their children. Caretakers learn to put into perspective what their children can do at a certain age, e.g. caretakers learn that it is not reasonable for a twelve month old to be toilet trained, that you can't spoil babies by picking them up, that some babies are colicky and may cry incessantly, that two year olds need help getting dressed, etc.
- 5. Stress Management (measured by one program in 04-05): Activities that teach parents and caretakers to create a balanced life that includes activities and relationships of a social, physical, spiritual, intellectual, and psychological nature. Caretakers learn to balance their lives and address all of these areas. Caretakers learn to understand what they can control and what they can't and how they can let go of what they can't control. Caretakers and parents learn about their own self-talk and what issues push their emotional 'buttons'. Caretakers may learn relaxation exercises, how to find a good therapist, the importance of time away from children engaging in fun activities with other adults, and how to take time for oneself. Parents learn about the importance of healthy behavior including exercise and healthy food. Parents also learn that they cannot take adequate care of their children if they do not take care of themselves.
- 6. Effective Problem Solving Skills (measured by one program in 04-05): Activities that teach parents and caretakers to recognize who owns a problem and how to effectively solve it. Caretakers learn to hold family meetings, develop listening skills, brainstorm, take responsibility for behaviors and situations they want changed, and how to communicate their needs and feelings. Caretakers and parents learn to ask for help and how to appropriately help others.

Each program funded by WCPCAN is required to submit a Year-End Summary Report discussing original goals for both outcomes and outputs, and data related to these measures. The outcome evaluation we contract with programs to perform is an attempt to measure how the program services have impacted participants in particular ways.

The data reported throughout this report is derived directly from these Year End Reports. Each program received program development support from WCPCAN staff and technical support in the form of "evaluation coaching" by an independent team at Organizational Research Services (ORS), a nationally recognized leader in outcome-based planning and evaluation (<a href="http://www.organizationalresearch.com/">http://www.organizationalresearch.com/</a>).

#### This support includes:

- On-site assistance in developing evaluation tools
- Establishment of data systems and
- Assistance with data analysis.

All programs attend a training workshop on reporting outcome results and developing their Year End Reports. We believe through the evidence of improvements in program outcome reporting that this capacity building approach is successful in helping programs develop both their technical abilities and understanding of the quality assurance inherent in outcome evaluation.

#### 04-05 WCPCAN Funded Programs

- Abused Deaf Women's Advocacy Center Program services in King, Pierce and Snohomish Counties
- Center for Human Services Program services in King County
- Child Care Action Council Program services in Thurston County
- Children's Home Society of WA Auburn Program Services in King County
- Children's Home Society of SE WA Program services in Walla Walla County
- Cocoon House Program services in Snohomish County
- Friends of Youth Program services in King County
- Jefferson Mental Health Services Program services in Jefferson County\*
- Martin Luther King Jr. Family Outreach Center Program services in Spokane County
- Mary Bridge Hospital Parenting Partnership Program services in Pierce County
- Parent Trust for WA Children Program services in Yakima County
- Refugee Women's Alliance Program services in King County
- South Seattle Community College Program services in King County
- WA State Father's Network/ Kindering Center Program services in King, Yakima, Chelan, Benton/Franklin, and Clallam Counties
- Wonderland Developmental Center Program services in King County
- Yakima Valley Farm Workers Clinic Program services in Yakima County
- YWCA of King and Snohomish Counties Program services in King County

<sup>\*</sup>Jefferson Mental Health Services received funding for the first two quarters of the fiscal year under a probationary contract. At the end of the contract period, based on performance and the inability of the agency to meet the required match, the contract was not extended for the full year. Participants served under this contract are included in Program Service totals, but their outcome data is not presented in this report.

#### **PROGRAM SUMMARY INFORMATION**

Vulnerable families with multiple needs often require an array of family support services in order to reduce the risks factors associated with child abuse and neglect. In response, most of our funded programs provide more than one kind of service.

Table 1 – Service Type provided by WCPCAN Funded Programs 04-05

Program Types	Primary Program Services	Adjunct Program Services
Home Visiting	3	2
Parent Education & Training	9	1
Parent Support & Mentoring	5	5
Crisis Nursery	0	1
Total	16	9

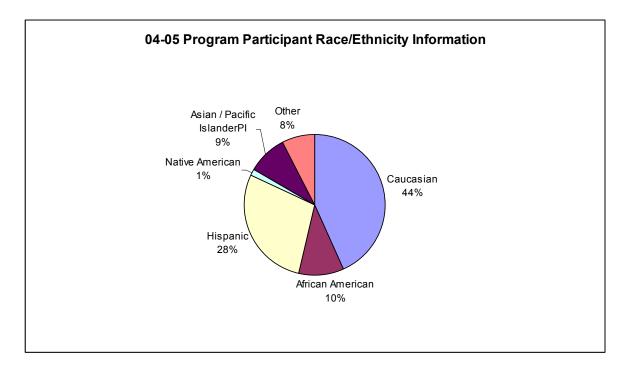
#### **Participant Demographics**

Table 2 reflects the number of unduplicated individuals served by WCPCAN-funded programs during SFY 04-05.

Table 2 - Individuals Served

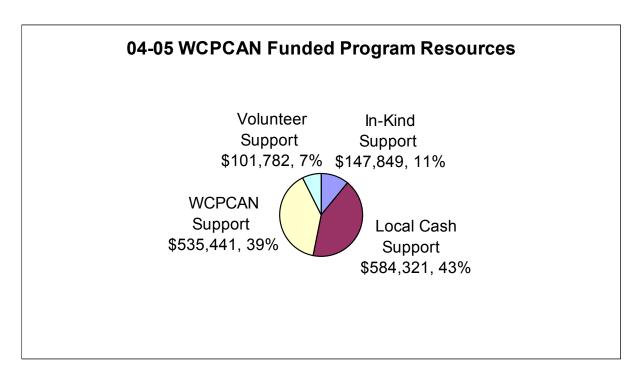
Adults	1,846		
Children	2,433		
Total	4,345		

In addition, 364 of the *families* served self-identified as refugee or recent immigrant and 165 adults and 270 children served have a physical, emotional or cognitive disability.



#### **FUNDED PROGRAM OUTCOMES**

As part of our capacity-building approach we require programs to secure investments from other sources in increasing amounts over the course of the three-year funding cycle. It is our hope that the effort in diversifying program resources will add to the ability of the program to remain sustainable once WCPCAN funding ends. Programs utilize matching resources in the form of cash support from other sources, in-kind donations of goods and services and volunteer support. During the 04-05 funding cycle, services were provided by 27.26 full-time equivalent paid staff. There were 328 community volunteers involved in service provision. Volunteer hours totaled over 10,178. Valued at \$10 per hour, community volunteers contributed \$101,782 worth of services.



#### **Cost-Benefit**

Seventeen community-based programs were funded at a total of \$535,441 during SFY 04-05. This equates to an average WCPCAN cost of \$123.23 per participant. Considering total program costs, the average cost per individual served across all funded programs was \$470.69. Program costs per participant across individual programs ranged from a low of \$89.79 for a program providing parent education and support activities to a high of \$1,450.82 for an intensive home visitation program.

#### **Achieving Program Outcomes**

WCPCAN funds programs that initially begin with a variety of strengths and a wide range of capacity in delivering program services that will achieve outcomes in the first year of funding. Our grant process goals, to achieve a balance geographically, across target populations and in capacity means first year programs can vary widely in their initial success with outcome measurement. Often the first year is focused on getting program service capacity in place at the same time first year programs are beginning their outcome measurement. The following elements of program development must be in place for outcome measurement to be successful:

- Personnel in place staff and volunteers are trained and available to deliver services at targeted capacity.
- Participants are engaged program has referral and recruitment systems in place to reach target population. Program demonstrates solid ability to serve the targeted population.
- Program activities are in place curricula are selected, activities are defined, reasonable work plan is in place for the funding year.
- Funding is in place matching funds are available.
- Other program resources are in place may include classroom or other setting, meals, transportation, child care etc.

There are also specific elements related to program capacity for successful and high-level outcome measurement. Programs begin WCPCAN funding with differing capacity in these elements as well:

- Programs are able to articulate a clear Logic Model including program theory
- Programs have a clear evaluation design and data collection methods in place
- Programs have data collection tools, either through selecting a standardized tool or developing a specialized tool that matches their program services.
- Programs are able to collect data
- Programs develop and use technical data management systems
- Programs develop skills for data analysis and reporting
- Programs use data for program decision-making, take stock of evaluation and modify as needed, incorporate evaluation activities into all levels of program operation

WCPCAN starts with programs wherever they fall on the continuum of program and evaluation capacity. It is our goal to move programs along this continuum over the course of the three-year funding cycle. We hope that when WCPCAN funding ends, every program has developed increased capacity in program development and quality assurance primarily through their outcome measurement process. Ultimately we believe that this is a strong component of sustainability and best practice for every program.

#### FIRST YEAR PROGRAMS

# Abused Deaf Women's Advocacy Center (ADWAS), Positive Parenting Program

Serving: King Pierce and Snohomish Counties

ADWAS provides specialized parenting classes, workshops, and one-on-one mentoring to deaf parents with children aged birth to five and older. Parenting classes are offered twice per year in King County and once per year in Pierce Co. and Snohomish Co.

### Outcome Goal: To increase parents' responsive social network *Indicators:*

- Parents have gained access to new information as a result of attending classes
- Parents' report about their communication with their children

It is our belief that many deaf parents do not have the same opportunities as hearing parents to learn parenting skills by example; over hearing conversation that other parents are having, regular discussions with teachers and care givers, radio and television broadcasts and for many through reading books.

#### Measurement Tool:

Pre-Post survey developed by ADWAS with assistance from ORS. The survey tool was amended after the first two class series. ADWAS outcome results represent the 16 parents who completed the third and fourth series of classes as the updated tool collects more accurate information.

#### **Outcome Data Summary**

Parents were asked to rate on a scale of 1-5 (1 being hard and 5 being easy), "For you is it hard or easy being a parent" and "Is it easy or hard to communicate with your children?" The following table shows parents' average response at the beginning and end of the class series.

## Table: Parents' Average Perceptions of the Ease or Difficulty of Parenting and Communication (N=16)

	Pre Test	Post Test
Is Parenting Easy or Hard	2.5	3.6
Is Communicating Easy or Hard	3.5	3.9

Key 1=Hardest, 5=Easiest

At POST survey when asked, "Have you learned things in class that make communicating with your child easier?" 16 out of 16 parents said YES

Parent's comments about what they had learned:

- Learning to listen to child's feelings (8)
- Learned to express myself more clearly (6)
- Learned how to resolve problems better (5)
- I have less stress now and feel more patient to listen to kids' communication.

# Child Care Action Council, a Continuum of Family Support to Prevent Child Abuse and Neglect in Ethnic Communities Serving: Thurston County

Collaboration among service providers implements this program with communities of color and faith-based organizations to build a continuum of support to prevent child abuse and neglect among ethnic minority families and families in crisis in Thurston County. The program makes use of emergency child care for families in crisis, parent education based on the Nurturing Parent Program and parent support through community partners and volunteers.

# Outcome Goal: Parents and Caregivers will develop a responsive social support network.

Indicators

- Parents have a safe place for children to go when they need childcare
- Parents access community resources
- Parents contact and communicate with other parents

#### Measurement Tool:

Pre-Post survey developed by CCAC with assistance from ORS. Survey is administered at the beginning and ending of each parenting class series and Father's Core Support group and at intake and exit for parents utilizing crisis nursery services.

#### **Outcome Data Summary**

Nurturing Parent Program

N=18

Question	PRE	POST
I have at least one person or place that can care for my children	2.35	2.58
I can identify and access community resources when my family needs help	2.35	2.94
I feel comfortable talking with other people about my parenting	2.6	2.7

<sup>1 –</sup> No, probably not, 2- Maybe, 3 – Yes, probably so

#### **Crisis Nursery Services**

Crisis Nursery Services were available 24 hours per day 7 days a week at 12 child care sites beginning in January 2005. Prior to January, care was available 8 hours per day.

4410 hours of crisis care were provided to 167 unduplicated children.



# Martin Luther King Jr. Family Outreach Center, Welcome to the Circle Serving: Spokane County

This project is an innovative, culturally sensitive, child abuse and neglect prevention program that educates parents and adolescents on the importance of attachment, through a modification of the *Circle of Security* protocol. Brief four to six session groups provide experiential videobased education to low-income families at the MLKJ Center and to teenagers and parents using the YFA Connections Crisis Residential Center.

# Outcome Goal: Enhance caregiver capacities of parents and teens that are associated with nurturing and secure attachment in children

Indicators:

- Parents and teens will show increased understanding of appropriate empathy for children
- Parents and teens will show increased understanding of appropriate family roles
- Parents and teens will show an increased understanding of values of child power and independence
- Parents and teens will self report increased use of reflection in their relationships with their children (parents) and/or their closest relationships (teens).

#### Measurement Tools:

- Pre and post intervention administration of the Adult Adolescent Parenting Inventory subscales for empathy and role reversal, evaluated by sten scores normed for adolescent non parent and adult populations.
- Adapted reflective functioning questionnaire (possible 36 points) developed for Crosswalk WCPCAN project using Circle of Security principles.

#### Outcome Data Excerpt

Four parents completed the survey before and after attending all six sessions of the protocol. One parent completed the post test after attending four sessions.

Thirty five of 96 CRC teen participants completed both pre and post test surveys.

TOOL #1: Scores of less than 4 have been associated with child abuse. Scores of 4-7 are typical in the general population and scores of 8 -10 are considered above average for each subscale.

Indicator #1, Increased understanding of appropriate empathy, Sten Score Results

	Pre Test	Post Test
Parents	6.6	6.8
Teens	4.71	5.6

### Indicator #3, Increased understanding of values of child power and independence, Sten Score Results

	Pre Test	Post Test
Parents	5.4	7.2
Teens	5.14	5.69

# Parent Trust for WA Children, Strengthening Fragile Families Serving: Yakima County

This program utilizes the Family Help Line, home visiting services and ongoing parent support to serve Spanish-speaking Latino families and fathers in Yakima County. This initiative combines three programs designed to increase non-punitive discipline and guidance skills.

#### **Outcome Goals**

- 1. Increase parents'/caregivers' non-punitive discipline and guidance skills.
- 2. Increase responsive social support network.

#### Indicators:

#### Non-punitive discipline and guidance skills.

- Knowledge of parental role and responsibilities.
- Knowledge of age-appropriate child/youth development and behaviors.
- Use of positive parenting techniques.
- Ability to identify family strengths.
- Non-punitive communication and/or interactions with children.

#### Responsive social support network.

Defined in the IPTS Program as:

Knowledge of community services.
 Ability to access community services.

Defined in the Support Group Network as:

Develop relationships with peers
 Establish informal social support networks

#### Measurement Tools:

- 1. IPTS: Post-survey with retrospective pre-questions and participant satisfaction questions administered at completion of services.
- 2. Support Group Network: Post-survey with retrospective pre-questions and participant satisfaction questions administered at the 8<sup>th</sup> session and the 14th session during the 16-week support group program.

#### **Outcome Data Excerpt**

Implementation of Positive Discipline Techniques among IPTS Participants (N=9)

		parenting tool previously	Percentage of parents using parenting tool
	Up to 6 sessions	7 sessions or more	
Ignore	4	4	89%
Praise	3	5	89%
Cool down	4	3	77%
Re-direct	1	3	44%
First you must, then	2	0	22%
Family meetings	1	1	22%
Logical consequence	1	0	11%
Re-arrange the environment	1	0	11%
Take away privileges	0	1	11%

#### Wonderland Developmental Center, Strong Parents Strong Families Serving: King County

This program is an education and support program for families with children aged birth-to-three with disabilities. The program provides weekly parent-education support groups to increase families' ability to nurture and attach utilizing the *Promoting First Relationships* curriculum. Parent child coaching will occur directly and through video-taped group learning.

### Outcome Goal: Increase parents' ability to understand their child's development Indicators:

- Increase parents' ability to understand what their child is capable of doing.
- Increase in parent knowledge of how to promote development.

#### Measurement Tool:

Outcome results are based on the Wonderland Logic Model Survey developed with ORS. It is administered at 6 month and 12 -month intervals in conjunction with federally mandated Individual Family Service Plan meetings, and at parent transition from Wonderland.

The survey asks parents to assess their current knowledge level regarding various aspects of child development, as well as to reflect on their knowledge six months prior. As parents completed the survey at multiple time points, for analytic purposes we examined their first retrospective assessment and their most current post-assessment.

#### **Outcome Data Summary**

Indicator One: Parent Understanding of What Their Child is Capable of Doing (Scale: 1= not much, 2= somewhat, 3= a lot)

		RETRO-PF	RE	POST SPSF SESSIONS		
Sessions Attended	Number of Respondents	% of parents with 'a lot' of understanding	Avg.	% of parents with 'a lot' of understanding	Avg.	% of parents who increased understanding
1- 9	15	20.0% (3)	1.73	80.0% (12)	2.70	80% (12)
10-19	8	37.5% (3)	2.10	75.0%(6)	2.75	62% (5)

Indicator Two: Parent Knowledge of How to Promote Development (Scale: 1=not much, 2=somewhat, 3= a lot)

		RETRO-PRE POST SPSF SESSSIO		ONS		
Sessions Attended	N=Number of Respondents	% of parents with 'a lot' of knowledge	Avg.	% of parents with a lot of knowledge	Avg.	% who increased knowledge
1-9	15	20.0% (15)	2.00	86.0% (15)	2.86	73% (11)
10-19	8	0.0% (8)	1.87	75.0% (8)	2.75	100% (8)

#### SECOND YEAR PROGRAMS

# Children's Home Society of WA – Auburn, Fathering Project Serving: King County

The Fathering Project is a model for father involvement in the Early Childhood Education Programs of CHS focused on increasing fathers' nurturing and bonding behavior with their children and creating a strong peer network that values and celebrates their unique contributions.

### Outcome Goal: Increasing father's nurturing / attachment behavior with children. Indicators:

- Reported frequency of fathers engaging in positive reading behaviors with their child(ren)
- Reported frequency of fathers engaging in positive play behavior with their child(ren)
- Reported frequency of fathers engaging in emotionally supportive behavior with their child(ren).

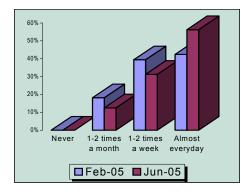
#### Measurement Tool:

A pre-post measurement tool developed with the assistance of WCPCAN and ORS. The pretest included ten questions related to father's nurturing and attachment behaviors with the response scale ranging from 'never' to 'almost every day'. The post-test was developed using the same basic set of ten questions and frequencies however, two questions were formulated to elicit reflection of both current and past (retrospective) behaviors.

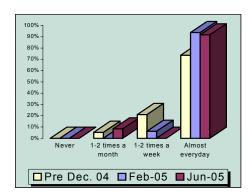
Our pre-test was administered in February 05' with thirty-three (33) fathers responding. Our post-test was administered in June 05' with sixteen (16) fathers responding. Families' transitioning out-of-program appears as one significantly contributing factor of fewer post-tests being returned.

#### **Outcome Data Excerpt**

I read picture books to my children.



I praise and encourage my children when they're attempting something new or doing something well.



# Children's Home Society of WA - Walla Walla – Parent-Aide Program Serving: Walla Walla County

The Parent-Aide Program is a volunteer parent mentoring program targeting low-income and Hispanic families in Walla Walla. Trained volunteer mentors work with their family on a weekly basis for approximately nine months. The model is based on the National Exchange Club mentoring program.

### Outcome Goal: Decrease Isolation and Increase Social Supports Indicators:

 Parents indicate that they have people in their lives to talk with about personal and parenting issues.

#### Measurement Tool:

Pre-Post survey developed by CHS-Walla Walla with assistance from ORS. The pre-test was administered by the Home Team Coordinator at the time of the initial assessment at the office of Children's Home Society. The post-tests were administered in three different ways. Two were completed by the Coordinator over the phone, two were completed by the mentor in the family's home, and two were completed by the Coordinator in the family's home. A total of six post-surveys were completed.

#### **Outcome Data Summary**

	n	PRE - % responding 'No' or 'Sort of'	Average Score PRE	POST - % responding 'No' or 'Sort of'	Average Score POST
Do you have a person that you can depend on to talk with you about Parenting issues when you need to? *	6	83.3% (5)	1.83	33.3% (2)	2.5
Do you have a person that you can depend on to talk with you about personal issues when you need to? *	6	66.7% (4)	2.0	33.3% (2)	2.67
	n	PRE - % responding "once a month or less", or "a couple of times per month"	Average Score PRE	POST - % responding "once a month or less", or "a couple of times per month"	Average Score POST
About how often do you talk with that person? **	6	66.7% (4)	2.0	16.67% (1)	2.8

\* Scale: 1-no, not really; 2-sort of or somewhat; 3-yes

<sup>\*\*</sup> Scale: 1-once a month or less; 2-a couple of times per month; 3-once a week or more

# Friends of Youth, Healthy Start / Parents as Teachers Serving: King County

PAT is an empirically founded best practice approach specifically designed to strengthen the social, emotional, cognitive, linguistic, and brain development of the children of young families. Enhanced Healthy Start provides home visiting services to parents age 22 or younger who are parenting their first newborn and services continue to age three of the child.

### Outcome Goal: Increased Nurturing and Attachment Skills Indicators:

- Parent is tuned into child. (Measurement Tool 1)
- Parent engages in nurturing behaviors. (Measurement Tool 1)
- Parent attitudes and beliefs towards nurturing and attachment. (Measurement Tool 2)

#### Measurement Tools:

The PAT Healthy Start Project has developed two measurement tools, with the help of ORS. The Nurturing and Attachment Observation Tool (NAOT) was administered to 38 families four times, to 44 families 3 times and to 113 families two times. The "Nurturing and Attachment Observation Tool" is based on a five-point scale recorded by the Support Specialists four times a year, in February, May, August and November.

The Parent Questions (PQ) developed during the fall is a questionnaire filled out by parents during pregnancy and every six months of age of the child. 8 were administered twice, 43 families took it once. Those participants who have literacy limitations are assisted by the Support Specialists.

#### **Outcome Data Excerpt**

The table below demonstrates evaluation of outcome indicators over the last two years. Scores are averaged.

Fig. 1 N=38 parents Observations of Parent's Nurturing and Attachment Behaviors (Indicators 1 and 2)

	First Observation	Second Observation	Third Observation	Fourth Observation
Physical Cues	4.0	4.0	4.4	4.3
Emotional Cues	3.4	3.7	3.9	4.0
Talks Warmly	3.4	3.9	3.7	3.9
Eye Contact	3.4	3.6	3.9	3.9
Feeding	3.1	3.4	3.8	3.8
Narrates	2.8	3.4	3.4	3.7

#### Scale used for both indicators:

- 1 = not observed yet; 2 = observed at least one time; 3 = observed about half the time;
- 4 = observed more than half the time; 5 = observed consistently most of the time

Over time, there has been a steady increase in the percentages in every category, an indication that the longer they remain in the program the better their nurturing and attachment skills are.

# WA State Father's Network/ Kindering Center - Serving 7 Counties: King, Clallam, Yakima, Chelan/Douglas, Benton/Franklin

This project serves fathers, significant male figures and families raising children and youth with developmental disabilities or long-term health care needs. Methods incorporate inclusive discussion groups for fathers that meet at least monthly, social time with other men, father-child activity and educational component for parents of children with special needs.

## Outcome Goal: Implementation / Use of Stress Management by WSFN members Indicators:

- Decreased Isolation.
- Increased access to resources.
- Increased confidence as a father.
- Increased use of healthy coping strategies.
- Improved relationship with partner and family.
- Increased time with child with special health care need(s).

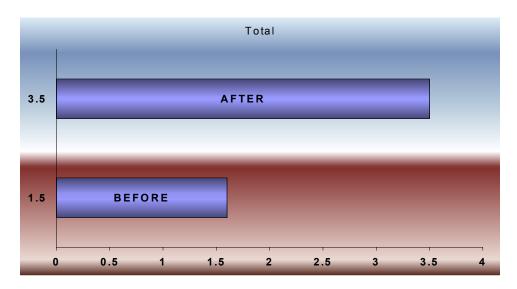
#### Measurement Tool:

The data collection tool was drafted and designed by ORS member Kasey Langley with input from Hugh Kelly, Outreach Coordinator. The data collection tool was designed as a post only survey with retrospective questions.

#### Outcome Data Excerpt

The data was collected from WCPCAN initiated fathers programs, Yakima – 11 surveys, Wenatchee – 5 surveys, Tri-Cities – 3 surveys, Clallam County – 12 surveys, and inner city of Seattle – 6 surveys.

#### Fathers having increased confidence as a father after being involved with WSFN



#### Respondents answered the question:

- How do you feel about the job you're doing as a dad?
- Thinking back, how did you feel about the job you were doing as a dad before you started attending Fathers Network meetings?

Scale: 1=Lousy, 5=Great

# Mary Bridge Hospital Parenting Partnership Serving: Pierce County

An abuse prevention program designed to meet the unique needs of medically fragile neonates living in socially disenfranchised households. Through three years of weekly home visits, videotaped parent/child interactions and monthly group sessions, parents learn how to provide the consistent, predictable care medically fragile infants require.

#### **Outcome Goals**

### **1. Increase Positive Nurturing and Attachment** *Indicators:*

- Parents are responsive to their child's behavioral cues.
- Parents demonstrate behaviors associated with secure attachment.
- Parents learn how their own childhood influences parenting
- Parents learn how to perceive the care their infants receive from the infant's perspective

### 2. Increase ability to develop a responsive social network in the community *Indicator:*

Parents improve their ability to build and maintain a responsive social support network.

#### Measurement Tools:

NCAST Teaching Scale, home visitor observation, video assessment, parent survey

#### **Outcome Data Excerpt**

Outcome Goal 1, Indicator 1: Parents are responsive to their child's behavioral cues.

Goal: At least 75% of participating parents will increase or maintain their ability to read,

understand and respond effectively to their child's behavioral cues.

Tool: NCAST (Many children are not yet old enough for these assessments.)

NCAST	Satisfactory Caregiver Score at 4 months (> 35)	Satisfactory Caregiver Score at 8 months (> 38)	Satisfactory Caregiver Score at 18 months (> 36)	Satisfactory Caregiver Score at 30 months (> 36)
N (%)	18 of 21	15 of 17	10 of 10	3 of 3
	86%	88%	100%	100%

Outcome Goal 1, Indicator 3: Parents learn how their own childhood influences parenting Goal: At least 75% of parents will gain understanding that early experiences influence current behaviors and attitudes

Tool: Home Visitor Observation

Results: Although this goal has not yet been met, the table below shows an early trend of improvement. Initially, only 38% of participants appeared to meet this goal, whereas current scores indicate an increase to 62%. This tool is new and has only been implemented two years.

N= 21	First Observation	Most Recent Follow-up
Average Score (5= Very competent; 1= Needs work)	3.0	3.5
N (%) of participants with satisfactory score (>3.5) indicating understanding of impact of personal childhood experiences	8 of 21 (38%)	12 of 21 (57%)

# Refugee Women's Alliance (ReWA), Multicultural Refugee and Immigrant Family Project Serving: King County

The project serves multiethnic, low income refugee and immigrant parents and their children with parent education and support focusing on an assets-based approach to provide culturally and linguistically accessible information about non-punitive disciplinary methods, the U.S. education system and community resources.

## Outcome Goal: Increase Non-Punitive Discipline and Guidance Skills Indicators:

- Workshop participants will demonstrate increased about U.S standards of discipline
- Workshop participants will demonstrates increases in their use of at least two Non-Punitive parenting techniques.

#### Measurement Tool:

Pre/Post survey developed by ReWA and ORS staff, administered at the beginning and end of each 18-hour class series

#### **Outcome Data Summary**

A total of 41 parents who attended 90% of classes completed pre/post questionnaire surveys

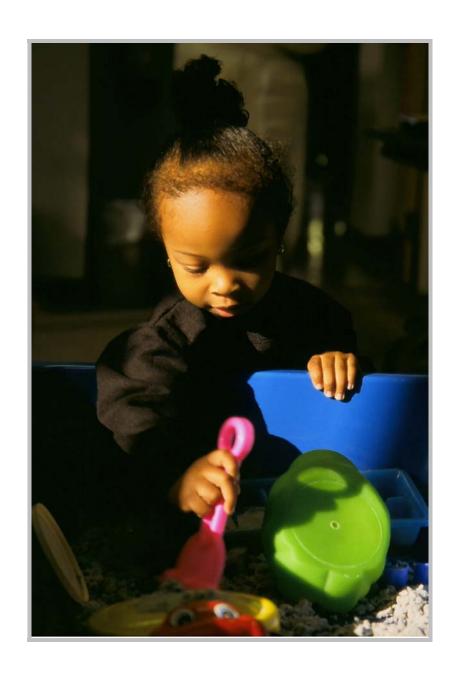
#### Parent-Reported Knowledge of U.S. Standards of Discipline

(1=no knowledge, 2=some knowledge, 3=a lot of knowledge)

	PRE		POST	
	% choosing "a lot of knowledge"	Avg.	% choosing "a lot of knowledge"	Avg.
Child Protective Services (CPS)	7.69%(3)	1.1333	89.79%(35)	2.87
Parents' Rights	2.44%(1)	1.37	78.59%(30)	2.85
Children's Rights	5.00%(2)	1.38	90.00%(36)	2.9
U.S. law regarding acceptable physical punishment	4.88%(2)	1.37	85.37%(53)	2.78

#### Percentage of Parents Reporting Recent Use of Non-Punitive Guidance Technique

	PRE	POST
Setting Limits	51.25%(20)	76.92(30)
Grounding/Taking Away Privileges/Time Out	41.46(17)	48.78%(20)
Sharing/Teaching Your Culture	39.02(16)	81.25%(29)
Talking About Your Home Country	31.71%(13)	61.29%(28)
Getting To Know Your Children's Friends	21.95%(9)	78.05%(32)
Giving Praise	39.02%(16)	60.98%(25)



#### THIRD YEAR PROGRAMS

# Center for Human Services, Parent Support for Our ESL Community Serving: King County

Services are directed to Spanish and Asian Families whose first language is not English. The focus is on providing family support activities, education, information and resources for families of varied cultures, celebrating their own cultures while understanding their children's issues and needs related to assimilation.

### Outcome Goal: Increase caretaker's ability to access a responsive social network. Indicators:

An increase in likelihood that participants have made friends through our programs who would...

Engage in behaviors providing concrete or emotional supports

#### Measurement Tools:

Post questionnaires developed with the help of Organizational Research Services. Classes in which participants completed questionnaire include Breakthrough Parenting, First Steps to School Readiness in Spanish, Beginning ELL, Advanced ELL, Intermediate ELL, and Chinese Family Education.

Focus Groups were conducted upon completion of the following three Winter quarter classes: Beginning ELL, Intermediate ELL, Advanced ELL, and First Steps in Spanish. The goal of the Focus Groups was threefold:

- To discuss with participants the social support networks and ties they have made through our programs.
- To get feedback from participants on the effectiveness of our evaluation process.
- To gain insight into participants' satisfaction with our programs.

Focus Group conversations were of two hours long. During that time, the standard assessment questionnaire was administered and discussed. Other conversational topics centered around the three previously mentioned goals.

#### Outcome Data Summary

- A total of 61 people completed the questionnaires. A total of 56 entries were selected for analysis. (N=56). This number correlates to the participants that answered all 10 questions.
- A total of 30 individuals participated in the focus groups.

Table: Percentage of Respondents Answering "Probably" or "Yes" to Questions Regarding What Friends from the Center Would Do

My Friends from the Center would:	All Respondents (N=56) # (%)	Parents Involved with the Center for More than 1 Year (N=7) # (%)	Parents Who Visit the Center 2 or More Times a Week (N=24) # (%)
Call me on the phone	33 (58.9%)	7 (100%)	16 (66.7%)
Visit my house	32 (57.14%)	7 (100%)	16 (66.7%)
Invite me to their home	30 (53.57%)	7 (100%)	15 (62.5%)
Have something in common with me	44 (78.57%)	7 (100%)	19 (79.17%)
Talk about parenting	44 (78.57%)	7 (100%)	16 (66.7%)
Help get information about activities in our community	48 (85.71%)	7 (100%)	21 (87.5%)
Give me and my children a ride	39 (69.64%)	5 (71.43%)	18 (75%)
Help with a move or other project	30 (53.57%)	5 (71.43%)	17 (70.83%)
Care for my children	31 (55.36%)	3 (42.86%)	18 (75%)
Offer me a place to stay	19 (33.93%)	3 (42.86%)	10 (42.9%)

Five-point scale: 1 = No, 2 = Probably Not, 3 = Maybe, 4 = Probably, 5 = Yes.

#### **Analysis**

Participant's ability to access a responsive social network increases the longer they are involved in programming at the family center and the more frequently they visit the center. Most significantly, 100% of participants who have been involved at he center for more than one year answered yes to six of the ten indicators. The one area that did not support this was that 78.57% of all participants answered yes to indicator number five (talk about parenting) as compared to 66.7% of people who attend the center two or more times a week. Considering that parenting classes are offered only one time a week, this response makes sense. Those people attending two or more times a week are likely to be attending ELL classes, where parenting is not the main topic of learning.

The results of our **focus groups** provided us anecdotal examples of how caretakers increased their ability to access a responsive social network as a result of participation in our programs.

- Responses supported our results to indicator number six. Of all respondents, 85.71% said their friends help them get information about activities in the community, and 100% of people who have participated in the center for more than one year agreed. This is an example of how the duration of time increases a participant's ability to access an informal social support network.
- The survey results show us that a significant majority of participants call on each other for support in areas such as childcare, transportation and moving. Of people attending the center more than twice a week, 75% would ask friends for a ride or help caring for their children.
- In response to questions regarding friendships made specifically with other participants at the center, we found that participants are, indeed, forming social relationships that they would not have developed if they had not participated in our programs. When asked if they had made any new friends at the Center and if they do things outside of the classroom setting together, participants responded with the following statements:
  - "Yes, I have made new friends here, and we will probably get closer over time."
  - "We had a potluck party at the end of last quarter, and I met and talked with a lot of other people. I hope we have another one so we can talk again!"
  - "I have become good friends with her." (stated while reaching out to touch the arm of the lady next to her).
  - o "I am very happy that we have become friends because we bring our kids here."
  - o "I enjoyed getting to know people from other countries...like her. I didn't know her before because she is from Korea, but now we are friends."

# Cocoon House, Project SAFE Serving: Snohomish County

Providing prevention services to parents of adolescents 11 and older. Services include a clinician-staffed phone line, support groups and parent training workshops.

#### **Outcome Goal: Increased Stress Management**

#### Indicators:

- Parents/caretakers indicate increased level of hope that the situation with their teen can get better.
- Parents/caretakers indicate a decreased level of personal frustration.
- Parent/caretakers indicate a decreased perception the teen will leave the home.
- Parents/caretakers show decrease in stress as indicated by the Stress Index for Parents of Adolescents (SIPA).

#### Measurement Tools:

Phone-line Services: Questionnaires developed by ORS and project SAFE. All questions were asked pre and post Parent Phone Line (A) and post Parent Phone Line (B).

Group Services: The Stress Index for Parents of Adolescents (SIPA), a standardized tool is used for the support groups for both pre and post testing.

#### **Outcome Data Summary**

Phone Line Services

#### Table One and Two: Parental Indicator Averages

The average reported level of hopefulness, frustration and perception the teen will leave the home based on the scaled related to indicators. Data from Pre Phone Line (A), Post Phone (A) and Post Phone (B). The P value equals .00 on all. This represents a statistically significant difference in parental hopefulness, frustration and parental perception the teen will leave the home.

#### Table One: 04-05 Fiscal Year

	Pre Ph(A) N=188	Post Ph(A) N=188	Post Ph(B) N=109
Hopefulness	3.71	4.27	4.16
Frustration	3.73	2.62	2.05
Perception	2.82	2.39	2.08

#### Table Two: 03-05 Fiscal Years Combined

Indicators	Pre Ph(A) N= 374	Post Ph(A) N=374	Post Ph(B) N=205
Hopefulness	3.71	4.32	4.11
Frustration	3.74	2.58	2.08
Perception	2.97	2.48	2.21

#### Support Group Services

- 1. Parents reduced their total stress experienced as a function of parenting a particular adolescent. (TS)
- o 71% of all parents who completed the support group decrease stress in this area.
- o 75% of parents were in the clinically severe to clinically significant range at the onset of the group, at the end of the group this number dropped to 51%.

 31% of support group graduates are within the normal range at the end of the group from 8% at the onset.

Total Stress (TS): N=35	Pre-Group	Post-Group
Clinically Severe	49%	31%
Clinically Significant	26%	20%
Borderline	17%	17%
Within Normal Limits	8%	31%

#### II. Parents reduce distress in their interactions with the adolescent (PD).

- o 69% of the parents who completed the support group decrease stress in this area.
- 52% of parents were in the clinically severe to clinically significant range at the onset of the group; at the end of the group this number dropped to 26%.
- o 66% of parents who completed the group are in normal range from 39% at the onset.

Parent Domain (PD) N=35	Pre-Group	Post-Group
Clinically Severe	29%	17%
Clinically Significant	23%	9%
Borderline	9%	9%
Within Normal Limits	39%	66%

## III. Parents perceive less limits to their life roles or options because of parenting their adolescent (LFR).

- o 66% of parents who completed the support group show improvement in this area
- 40% of the parents were in the clinically severe to clinically significant range at the onset of the group, at the end of the group this number dropped to 11%
- o 74% of all group graduates are within the normal range, from 40% prior to group.

Life Restrictions (LFR) N=35	Pre-Group	Post-Group
Clinically Severe	23%	9%
Clinically Significant	17%	3%
Borderline	11%	11%
Within Normal Limits	49%	74%

### IV. Parents develop more confidence in their skills and in the ability to cope with their teen (INC).

- o 66% of parents who completed the support group show improvement in this area
- o 74% of all group graduates are within normal range from 45% prior to the group.

Incompetence/Guilt (INC)	Pre-Group	Post-Group
Clinically Severe	29%	11%
Clinically Significant	0%	14%
Borderline	26%	0%
Within Normal Limits	45%	74%

# South Seattle Community College, Tukwila Family Place Library Serving: King County

The Tukwila Family Place Library Program utilizes the library setting as a center for healthy family development, parent networking and support, parent-child play and life-long literacy. Services will include parent support and education, play space, parent resources and home visits.

#### **Outcome Goals**

#### 1. Increased use of family supportive social network

Indicators:

- Parents access books and resources that help them with parenting
- Parents meet a person they can talk with about parenting or personal issues
- Parents are able to ask for help
- Parents use the library as a resource

#### 2. Increased nurturing and bonding with their children

Indicators:

- Parents read with children
- Parents check out books for children
- Parents use workshop as a special time to play with children
- Parents learn new ways to play with their child

#### Measurement Tool:

Post questionnaire developed in conjunction with ORS. This year we simplified our intake form in response to the needs of our ESL and low literacy families. We also developed a more comfortable small group format for completing the post-questionnaires with our ESL families which enabled us to survey a higher percentage of our families who do not speak English or Spanish.

#### **Outcome Data Summary**

Responsive Social Network:

One hundred twenty parents completed the post-questionnaire developed in conjunction with ORS and administered to all parents present at the final parent-child workshop of each elevenweek workshop or Baby-and-Me series. Seventy-three parents completed the questionnaire at the end of two subsequent quarters. Thirty-one parents completed the questionnaire at the end of all three quarters. (Our numbers of continuing families are significantly higher than this indicates but our post-questionnaire is administered only at the last class of each quarter).

Results for parents completing the questionnaire after participating one quarter:

N=120	Very True	Somewhat True	Not at all True
Met person can talk with	80 (67%)	24 (20%)	16 (13%)
Able to ask for help	120 (100%)	0	0
Found parenting resources	80 (67%)	22 (18%)	18 (15%)
Parent more likely to use library as resource	120 (100%)	0	0
Parent learned of other community resources	97 (81%)	11 (9%)	12 (10%)

Results for parents completing the questionnaire after participating for two quarters:

N=73	Very True	Somewhat True	Not at all True
Met person can talk with	61 (84%)	10 (14%)	2 (2%)
Able to ask for help	73 (100%)	0	0
Found parenting resources	50 (68%)	11 (15%)	12 (16%)
More likely to use library as resource	73 (100%)	0	0
Parent learned of other resources	62 (85%)	11 (15%)	0

Results for parents completing the questionnaire after participating for three quarters:

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N=31	Very True	Somewhat True	Not at all True
Met person can talk with	30 (97%)	1 (3%)	0
Able to ask for help	31 (100%)	0	0
Found parenting resources	24 (77%)	6 (23%)	0
More likely to use the library	31 (100%)	0	0
Parent learned of other resources	31 (100%)	0	0

#### **Nurturing and Bonding**

Results of the post-questionnaire done on the 11<sup>th</sup> week of fall, winter, and spring quarters in the Parent-Workshops and in the Baby-and-Me groups are shown below:

Parents attending for one quarter:

N=120	Very True	Somewhat True	Not at all True
Read more with children	91 (76%)	28 (23%)	11 (9%)
Find books for children	97 (81%)	20 (17%)	3 (2%)
Use workshop as time to play with child	99 (83%)	21 (18%)	0
Learned new ways to play	103 (86%)	17 (14%)	0

Parents attending for two quarters:

N=73	Very True	Somewhat True	Not at all True
Read more with children	63 (86%)	10 (14%)	0
Find books for children	68 (93%)	5 (7%)	0
Use workshop as time to play with child	73 (100%)	0	0
Learned new ways to play	73 (100%)	0	0

Parents attending for three quarters:

· arome attending for times quarters.			
N=15	Very True	Somewhat True	Not at all True
Read more with children	15 (100%)	0	0
Find books for children	15 (100%)	0	0
Use workshop as time to play with child	15 (100%)	0	0
Learned new ways play	15 (100%)	0	0

#### Yakima Valley Farm Workers Clinic, Los Niños Bien Educados Serving: Yakima County

A Spanish language parenting education program targeting low-income Spanish speaking families in throughout Yakima County. The "Los Ninos Bien Educados" curriculum is culturally specific to meet the needs of newly-immigrant, Spanish-speaking families.

#### **Outcome Goals**

# 1. Increase parent/caretakers' non-punitive discipline and guidance skills for use in parenting their children.

Indicators:

Parents will demonstrate significant increases in the use of non-punitive discipline techniques.

- Redirecting - Point System - Show and tell

- Mild Social Disapproval - First and Then - Ignore

- Family Expectations - Time Out

#### 2. Increase parent/caretakers' effective problem-solving skills.

Indicators:

- Parents completing demonstrate significant improvements in the following problemsolving skills.
- Parents holding family meetings, "Family Platica."

#### Measurement Tools:

Parent Discipline and Guidance Questionnaire (parents are asked about their use of non-punitive discipline as compared to before they attended the classes, and if they have used any of the discipline skills taught in the classes) administered as a Pre-Test and Post-Test, during the first and last class sessions.

Parent Problem-Solving Skills Questionnaire (parents will be asked about their use of problem-solving skills as compared to before they attended the classes, and if they have used any of the problem-solving skills taught in the classes), administered as a Pre-Test and Post-Test, during the first and last class sessions.

Of the 107 parents served in the 2004-2005 contract year, 84% completed the classes at a high attendance level (attending at least 8 of the 12 class sessions).

#### **Outcome Data Excerpt**

Table 1: Non-Punitive Discipline and Guidance Techniques 2004-2005			
	% of parents who	o used technique	
	Before Classes	After Classes	
Time Out	48% (44/92)	81% (73/90)	
Redirection	72% (59/82)	89% (73/82)	
Withholding Privileges	71% (67/94)	82% (71/87)	
First and Then	68% (63/92)	90% (77/86)	
Ignoring	50% (44/88)	88% (79/90)	
Show and Tell	81% (79/97)	98% (89/91)	
Praising	61% (59/96)	98% (95/97)	

#### 3. Increase parent/caretakers' effective problem-solving skills.

**Progress to Date:** 91% (81/89) of parents reported on post-test using the "Family Platica" method to help solve family problems. This compared with 70% (69/98) of parents reporting using this problem solving method prior to attending classes. This represents an increase in parents utilizing this method of family problem solving.



# YWCA of King & Snohomish Counties, Young Parent Self-Sufficiency Project - Serving: King County

A program serving low-income African American parents 14-20 years with children pre-natal to 5 years of age. Services will provide access to skilled advocates, GED preparation, 13-week Nurturing Parenting course, domestic violence counseling, and referral services.

### Outcome Goal: Increase parents' knowledge of child development. Indicators:

- Parents are able to articulate appropriate developmental behaviors of infants in each of the indicated age brackets
- Decrease parents' beliefs that "babies get spoiled" and "babies cry to get on my nerves".
- Parents are more aware of and can identify when child reaches individual milestones.

#### Measurement Tool:

The evaluation tool, pre-post testing instrument, was developed by YPSS staff and ORS. The pre-test was administered during sessions 1 and 2. The post-test was given during week 8.

#### **Outcome Data Summary**

#### Indicator 1

Parents were asked to name four developmental milestones for babies 0-6 months, 6 months-1 year and 1-2 years. This table shows the average number of correct answers for each age range. Possible number of correct answers was 3 per age range.

N=15	PRE	POST	CHANGE	% of CHANGE
0 - 6 months	2.4	2.7	+ .3	12%
6 months - 1 year	1.8	2.8	+ 1.0	55%
1 - 2 years	2.4	2.8	+ .4	17%

#### Indicator 2

Parents were asked how they felt about the following statements. Scale: 1 = Always true, 2 = Sometimes true, 3 = Never true.

N=15	PRE	POST
Babies get spoiled if people pick them up every time they cry	1.7	2.0
My baby cries in order to get on my nerves	2.3	2.8

For the above statements, it was our desire to see an increase in scores indicating that parents believed the statements to be "never be true."

Parents were asked to answer questions in the following areas at the beginning the class and at week 8. Parents were also asked, having been through the class, to think back and consider their "before the class" answers. It was expected that scores would decrease so that parents are engaging in our desired behavior most often. This table shows the average rating for the following questions:

#### INCREASE AWARENESS OF OWN CHILD'S DEVELOPMENT

N=15	PRE	Thinking back to before the class	POST
I am able to understand what my child's cries mean	2.2	2.8	1.5
When my child is crying, I pick him/her up	2.2	2.2	1.6
I can name some developmental milestones my baby has achieved recently	1.6	2.7	1.8
I feel confident in my ability to notice my baby's development	2.3	2.5	1.7

Scale: 1 = Most of the time, 2 = Some of the time, 3 = Hardly ever

Parents this program year started out with more realistic initial scores as compared to last year and in most cases there was only a slight difference in the score when asked to reflect back. The results are encouraging. The average score for most of the questions moved closer to "most of the time" as desired particularly after parents had an opportunity to reflect back on what they thought they knew. As we predicted, when parents think back to their knowledge and behaviors before the class, it appears that they realize, or are most honest about, what they didn't know.

#### **CONCLUSION**

WCPCAN is proud to present the outcome results documented in this report. We wish to acknowledge the hard work and commitment of our programs which made this report possible. Additionally, we wish to acknowledge our consultants, Organizational Research Services, who have played a significant role with each of our programs, providing them the technical assistance required to develop and build their capacities for outcome reporting.

Based on the data presented in this report, all of the community programs funded by WCPCAN have demonstrated improvement in their ability to establish and implement evaluation protocol and report meaningful program outcomes. This systematic incorporation of outcome measurement into daily program activities has allowed many programs to become stronger and more established. Several programs have developed their outcome measurement processes to a high level and are actively using results to shape program services as well as assure quality services are being provided. Even more significantly, programs are able to demonstrate through results, what has changed for parents who have engaged in their services.

#### **Results of Outcome Measurement**

Generally, WCPCAN funds smaller community-based programs whose resources allow them to provide high quality services to a limited number of families. As a result, the outcomes reported by WCPCAN's funded programs cannot necessarily be widely applied. However, as indicated above, outcome measurement and programs' effective use of data ensures that services to families are indeed of the highest quality. There is substantial evidence throughout this report of ways in which parents and families have experienced positive changes as a result of program services.

Among those programs whose outcome was to link parents with social supports, the majority of program participants reported being connected to more supports and/or reported that the quality of those connections was improved. Programs that focused on helping parents develop the attitudes and skills necessary to nurture and bond with their young children were able to demonstrate more nurturing and attachment behaviors among the parents served both through self report and home visitor observation. Similarly, the majority of parents participating in programs where learning and applying positive discipline and guidance techniques was the focus showed an increase in skills and comfort in using those skills.

These results support WCPCAN's belief that our programs make a significant difference in the lives of vulnerable families, and that these programs contribute to the prevention of child abuse and neglect throughout Washington State. In contrast to the high costs of foster care placements and additional intervention services that are a consequence of child abuse and neglect, the investment in programs that focus on assisting parents and families develop skills, behaviors and resources necessary to prevent abuse and neglect seems a wise investment choice.



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*Note:* An electronic version of this report can be found online at: <a href="http://www.wcpcan.wa.gov">http://www.wcpcan.wa.gov</a>